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ABSTRACT

The purpose of this Personalized Activity Kit is to help the participant develop skills in preparing validated needs from information that has already been collected. These skills include sifting out needs, solutions, and values from information statements and putting needs statements into useful formats. Instruction is also given in identifying student needs through the match/mismatch process. Workshop activities and facilitator guidelines are included in appendixes. (Author/IRT)

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A SCHOOL IMPROVEMENT - ACCOUNTABILITY PROCESS KIT

PAK #2.3 - DOING A CONCERNS ANALYSIS

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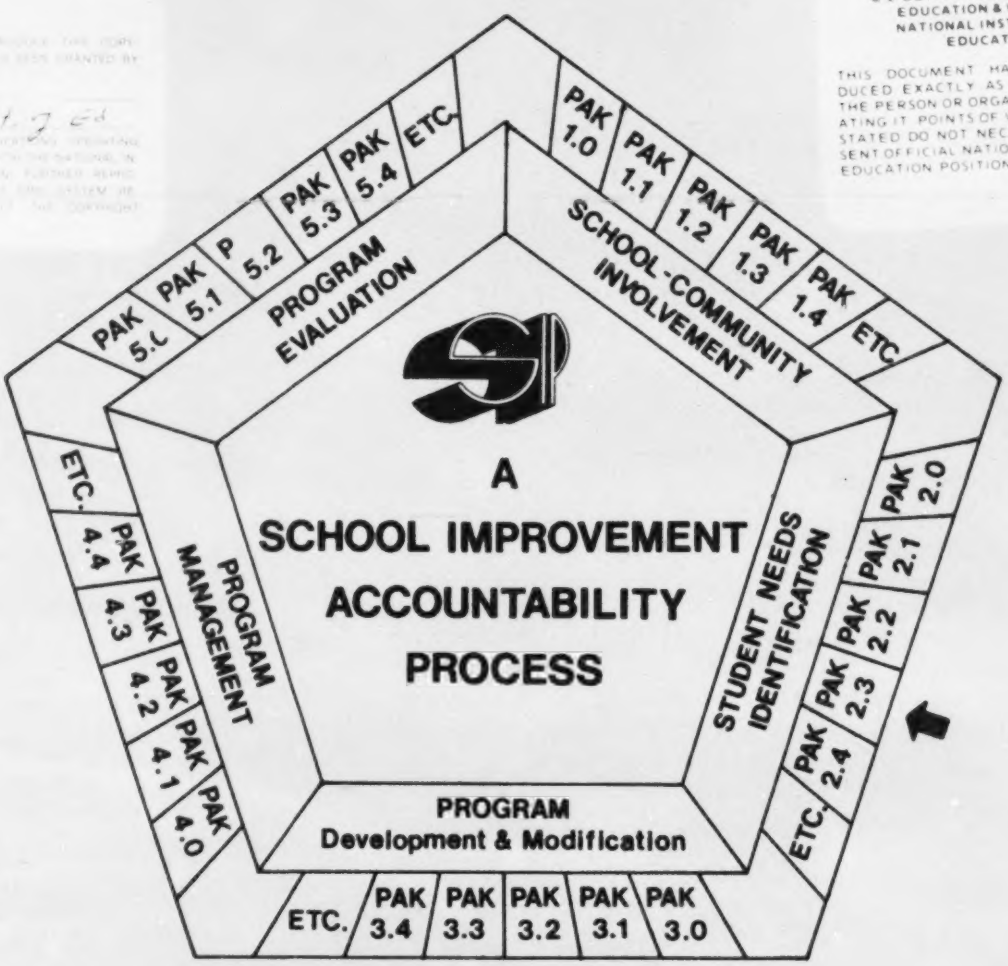

Personalized Activity Kit (PAK) for use as;

- Individualized Study Guide
- Small Group Study Guide
- Workshop Facilitator's Guide

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A SCHOOL IMPROVEMENT - ACCOUNTABILITY PROCESS KIT

PAK #2.3 - DOING A CONCERNS ANALYSIS

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Denver, Colorado
July 1975

This PAK was written in 1973 by members of the District Planning and Accountability Services Unit.

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DIRECTIONS FOR THE USE OF THE PAK

Each PAK is designed to be used in three alternative ways: 1) an individual user can work through the packet on his own; 2) a small group may work co-operatively; or, 3) a group of participants may be involved in a workshop situation under the leadership of a facilitator. Experience indicates that the latter is the most desirable situation. While an individual may work through the materials on his own, he misses those shared experiences which come as learners interact in a group situation.

PLEASE NOTE

Because this PAK will be used by many people in your district, please mark only the worksheets supplied by your instructor. Do not mark the pages of this PAK. Sample transparencies and worksheets (for duplication) are included in Appendices A and B.

If you are using PAK materials in a group workshop situation, consult Appendix A for detailed instructions. The diagram on the cover page and diagrams for Appendix A may be used to make overhead transparencies.

If you are working through the PAK individually, follow the general directions listed below:

- Read content of the PAK.
- Refer to Appendix A, page 2, for additional instructions.
- Do the exercises on worksheets copies from Appendix B. (when included)
- Read the bibliography (when included).

PAK #2.3

DOING A CONCERNS ANALYSIS

Purpose:

The purpose of this PAK is to help the participant develop skills of preparing validated needs from the information that has already been collected. These skills include sifting out needs, solutions, and values from information statements available and putting needs statements into useful formats. Instruction is also given in identifying student needs through the match/mismatch process.

Identify Needs:

As you will recall from your earlier reading, a "need" is the difference between "what ought to be" and "what is" or "what exists." Analyzing goals and gathering community concerns form the "what ought to be." Collecting facts forms the "what is" or "what exists." Now you are ready to learn how to analyze your information in order to identify needs.

The first step in identifying needs is to organize your information so you can work with it. On the next page is a sample Concerns Analysis. This sample does two things:

- *shows you how to organize your information*
- *provides an overview of a Concerns Analysis and the Student Needs Identification process.*

Doing a Concerns Analysis:

Now that the values and facts related to an educational concern have been collected, the next step is to compare the gap between the values (what ought to be) and the facts (what is). This process is usually referred to as the match-mismatch analysis and is based upon the fact that a valid educational need is defined as the difference between values and facts. If no gap between the values and facts has been identified, then the concern is probably not a real need. If the public perceives this to be a need when the facts say it is not, it is essential to communicate those facts to the public in order to eliminate that concern. If, however, the gap between the values and facts is wide, the concern is a real need. A preliminary judgment must be made about the importance or the criticality of the need simply by examining the relative size of the gap between the values and the facts.

Study the example on page 3. Notice how the information is organized. Beginning on page 4, the concerns analysis procedures are explained. The key skill is the ability to tell when values and facts are in agreement (match) or when they do not agree (mis-match). The explanation will begin with an example of a mis-match (gap).

CONCERN: Schools need to provide special educational experiences for the very talented or academically gifted student.

VALUES (what ought to be)	FACTS (what is)
We believe: 1. Giftedness should be recognized in other areas besides academic, such as artistic areas, manual dexterity, mechanical and social. 2. Gifted children need a variety of opportunities to achieve a significant degree of their potential in particular areas. 3. All students should be encouraged to develop their talents and capabilities to the fullest. 4. Gifted students should be challenged by the teacher in the academic areas. 5. Community resources ought to be made available to help enrich the program for gifted students.	1. Community-wide polls conducted in 1970 revealed that: This need was felt to be extremely critical by: Total public (interviews) Business and professional groups (interviews) This need was felt to be critical by: High school seniors (poll) 2. Schools in this community do not provide a variety of special educational opportunities for gifted children. (Source: Inventory study) 3. Regular programs do not motivate gifted children to operate at full potencial. (Source: Student interviews) 4. There is no established procedure for identifying gifted children. (IQ @ 130+) (Source: School policies) 5. Approximately 3% of the students in the community would be classified as gifted. (Source: IQ test scores) 6. If we use testing only to identify the gifted students, approximately 75% of those gifted in other than measured intelligence are overlooked. (Source: Research reports)

VALIDATED NEED:

Learner Need: Each gifted learner needs a variety of experiences and challenges in the area of his special ability to develop his full potential.

Target Population: Students identified as gifted and talented.

Criteria: This need will be resolved when:
a. all schools in this district have established procedures for identifying gifted children.
b. 90% of these students are provided with learning experiences designed to challenge, stimulate, and assist them in achieving their potential.
c. on standard tests, these students rank within the top 3% in the area of their exceptionality.

Time Frame: This need should be resolved prior to 1973.

CIRCLE ONE:
1. *Extremely critical*
2. *Critical*
3. *Important - but can wait*
4. *Not critical or important*
5. *Undecided or unknown*

° *MIS-MATCH - FACTS DO NOT AGREE WITH THE VALUES*

Example:

Value:

Gifted children need specialized attention to allow them to achieve their full potential.

Fact:

No specific program for the gifted child exists in our district.

NOTE: This is a mis-match because what ought to be: *"gifted children need specialized attention,"* does not agree with the what is *"gifted children are without a specific program.*

The above example illustrates, therefore, that:

A MIS-MATCH IS AN AUTOMATIC IDENTIFICATION OF A NEED.

You might assume from the above statement that a match between values and facts would automatically mean there is no need. However, though this is usually the case, in some instances a match may also indicate a need.

° *MATCH - FACTS AGREE WITH THE VALUES*

Example:

Value:

All children should learn to write.

Fact:

64% of our elementary school students in grades 4 through 8 do not write legibly.

NOTE: This is a match *because all students are learning to write* ... but how well are they learning to write if 64% of them are not writing legibly? *If your committee believes that this level of performance is not satisfactory, then although it is a match you still have a need.*

This example illustrates that:

A MATCH MAY INDICATE A NEED.

When the values (match) agree with the facts, then your committee must ask itself:

"Is this level of performance good enough for our children?"

If your committee answers, *"Yes,"* then no need exists; however, if your answer is *"No, this is not good enough,"* then you still have a need.

After you have identified as many needs as possible (both matches and mis-matches), you must then determine what the major underlying need is. One way to do this is through the following outline method:

1. Outline your needs (matches and mis-matches).
2. Find the broad, major topic for your outline.
3. Fill in the other needs as sub-topics in your outline.
4. Now you are ready to write your *Validated Need Statement*.

A good *Validated Need Statement* will answer the following questions:

- *What is the need?*
- *Who will be affected? Who is the target population?*
- *How will we know when this need has been resolved? (one Way will be when the problem and its sub-problems have all been resolved.)*
- *How critical is this need?*
- *What is the time frame for meeting this need?*

After your committee has analyzed several concerns and identified needs, you will decide that some needs are more important than others. You are developing a priority list of needs. Once you have your complete list of priority needs, share these with all groups in your community and get their reactions and acceptance. Finally, a target date for resolving each need must be stated.

Preparing a Validated Need Statement:

When a validated learner need has been identified, then a statement of this need should be prepared as the final step of the Concerns Analysis. Only those concerns which have been validated should be written up as educational needs.

In writing a validated need statement, it is difficult to meet all optimum standards; however, in long-range perspective, defining validated needs correctly makes them more useful in educational planning and allows for more creative solutions in resolving them. By way of guidelines, the following characteristics are necessary in any statement of a validated educational need.

A. Focus on Student Needs: *Do not focus on institutional needs which are dealt with when planning solutions.*

B. Identify Target Group of Students: *Include the identifying characteristics of the students with the need, how many and where located.*

C. Evaluative Criteria: This need will be resolved when: *Include at least three of the gaps identified between "what is" and "what ought to be."*

D. Criticality (Importance) of Need: *Use the following scale to set priorities about the importance of resolving the need or at least reducing it:*

1. *Extremely critical*
2. *Critical*
3. *Important - but can wait*
4. *Not critical*
5. *Undecided*

E. Time Frame: *Specify the target date when the need should be satisfied.*

So that the participant may see the application of these steps, an example has been provided on the next page. The participant should read through this example, keeping in mind that he will be trying to do something very similar for the concern he has identified.

CONCERN: Students should know where they stand and the direction they are going in a career.

VALUES (what ought to be)	FACTS (what is)
We believe: 1. Each student should evaluate and understand his ability and potential. 2. Vocational information should be constantly available and used by students at all grade levels. 3. Students should be aware of the wide variety of occupations in his or her field of interest.	1. Students indicate a lack of direction. (Source: Number of requests for course changes) 2. All freshmen are required to take the career orientation; however, it is apparent that most do not make a personal decision or commitment at that time. (Source: Student questionnaires) 3. During adolescence many students change their minds frequently as to career. (Source: Research studies, school records) 4. Certain standardized tests are given to students to assist them in their career choices. The Primary Mental Abilities (PMA) test is given as an aptitude measure along with several vocational ability tests and interest inventories. (Source: Counseling office procedures) 5. There appears to be a close correlation between what a senior says he or she will do in the spring and what he or she actually does. (Source: Follow-up studies)

VALIDATED NEED:

Learner Need: The student needs to acquire a reasonable knowledge of his or her own abilities and potential, and help in discovering a career direction.

Target Population: Entire student body.

Criteria: This need will be considered resolved when:
a. program change requests have dropped 75%.
b. graduation follow-up studies show that 60% of students are doing what they planned to do.
c. 50% of the graduates express satisfaction with the choice made.

Time Frame: This need should be resolved no later than June, 1978.

CIRCLE ONE:
1. *Extremely critical*
2. *Critical*
3. *Important - but can wait*
4. *Not critical or important*
5. *Undecided or unknown*

Team Exercise in Identifying Needs:

Your committee has identified a critical community concern: *STUDENT READING SKILLS ARE INADEQUATE.* Working as a team, you are now going to do a concerns analysis exercise.

Assume that from your committee work in Gathering Community Concerns and Collecting Facts, you have collected the following information statements (pages 9 - 10) related to *STUDENT READING SKILLS.* You will notice that there is a mixture of fact, value and solution statements.

A. Ground Rule for the Exercise:

These statements have been developed specifically for this exercise and do not represent any existing situation. Therefore, please accept the statements as they are written, whether or not you personally agree with the statement. At this point we want you to focus on the analysis method rather than to become involved in arguments over the statements.

B. Directions:

1. Label each statement as a fact (F), value (V), or solution (S). The answers appear at the end of the information statements.

2. Bank your solution statements as directed in the instructions on page 10.

3. Take out page 11 - Concerns Analysis Exercise form. Write the fact and value statements on your exercise sheet as indicated. You may abbreviate these statements, but do write out the fact and value statements rather than merely using numbers.

PAK #2.3

INFORMATION STATEMENTS

Use "F: for Fact, "S" for Solution, and "V: for Value (or opinion). Write your answers on a separate sheet of paper.

1. *Administrators should reduce the pupil-teacher ratio in reading classes.*

2. *Reading is a skill that is basic to all other learning and to an enjoyable and rewarding life.*

3. *A survey of instructional practices in our elementary schools showed that in 87% of the cases, children were placed in small groups and were using only basal readers. All children in each of these groups were expected to be reading on the same page at the same time.*

4. *No reading readiness program exists in our district. Formal reading instruction begins in the first grade. 58% of the parents ranked this concern as number one.*

5. *Pupils should be grouped by ability for reading instruction.*

6. *We need more teacher aides.*

7. *All students graduating from high school should be able to read.*

8. *A survey of elementary and secondary students' attitudes toward reading indicates that 78% of the students do not like to read and read only what is assigned in classes.*

9. *Good reading materials should be available in the home, and family members should share reading activities to help prepare the child to learn to read.*

10. *All students should have free access to reading materials throughout the school day.*

11. *A standardized test administered to graduating seniors revealed that 28% were functionally illiterate (read below the 6th grade level).*

12. *A survey of student use of the school library revealed from 32% to 64% of the students indicated they could not use the school library because:*

    a. *They could not get out of class.*
    b. *The school library is closed before and after school, and during the lunch hour.*
    c. *The library is used as a study hall for 3 periods each day. Kindergarten through grade 3 pupils are not allowed to check out books.*

13. *Each child should learn to read at his own pace, building on his interests and abilities.*

14. *Individualized instruction does not prepare children to deal with competition in the real world of work.*

15. *We need programmed instructional materials.*

ANSWERS TO INFORMATION STATEMENTS ON PAGE 8.

1. S
2. V
3. V
4. F
5. S
6. S
7. V
8. F
9. V
10. V
11. F
12. F
13. V
14. V
15. S

SOLUTION BANK

(Write solution statements on a separate sheet of paper. Be sure to bank additional statements which may be suggested by team members as you work through the exercise.)

CONCERN: Student reading skills are inadequate. (Use a copy of this form)

VALUES (what ought to be)	FACTS (what is)

VALIDATED NEED:

Learner Need

Target Population

Criteria:

Time Frame:

CIRCLE ONE:

1. *Extremely critical*
2. *Critical*
3. *Important - but can wait*
4. *Not critical or important*
5. *Undecided or unknown*

2. Analyze your information:

A. Directions:

1. Are all of your value statements consistent? Are there contradictory values? Decide as a team what must be done to make the value statements consistent.

2. How many mis-matches can your team identify?

3. How many matches can you identify? Is the quality good enough? If so, no need exists. If not, then you do have a need even though the facts agree with the values.

3. Write Validated Need Statement:

A. Directions:

1. Outline the "needs" (matches and mis-matches) your committee has agreed upon.

2. Find the broad major topic for your outline.

3. Fill in the other needs as sub-topics in your outline.

4. Now write your *Validated Need Statement*.

B. Use the *Validated Need Statement* from one of the earlier examples in this unit as a pattern.

C. State need in student terms.

D. Identify target group.

E. Listed below are some examples of the *"How will we know when it has been done?"* part of the statement (called evaluative criteria):

- *Change in students' attitudes.*
- *Activity is accomplished by a specified date or time.*
- *Observations by parents and teachers.*
- *Percent of students affected.*
- *Standardized test scores.*

F. Determine importance:

The next step in a *Concerns Analysis* is to determine how *critical* or *important* this need is. As a team, make your decision and circle the appropriate answer on the lower right-hand corner of your exercise form. When you have analyzed several concerns and identified several valid needs, the criticality factor will help you arrange student needs in a priority list based on the importance of the needs.

G. Set target date:

For example: This need will be resolved by June, 1978.

In Appendix B, page 1, there is a blank Concerns Analysis exercise form. Use a copy of this form and out of your own invention and experience do one for your own district.

On Appendix B-2 there is an expanded Concerns Analysis exercise form focusing on concerns (about Goals) and looking at Values - Facts - and Policies. In other words, you are comparing "what ought to be" (Values) with "what is" (Facts) and how we actually operate our schools (Policies). This comparison should result in more consistency among Values - Facts - Policies, and among Goals - Philosophy - and Policies.

SUMMARY

After concerns have been gathered and sorted, they are then analyzed by identifying the related values and facts for each, and by comparing the relative difference between "what ought to be" and "what is." If the gap is sufficiently large to indicate a valid need, a summary statement is prepared, listing the learner need, target population, and how we will know when this need has been met, estimate of criticality and the target date for resolving this need. Priority lists of needs are developed on the basis of how critical each need is in relationship to other identified needs. The entire process is referred to as the *Concerns Analysis* or as *Student Needs Identification*. It is the basic process used in identifying valid educational needs (problems).

The *validated needs* (educational problems) which are found to be extremely critical should be recommended to the school board for top priority resolution.

SELECTED REFERENCES FOR FURTHER STUDY

Worldwide Education and Research Institute, 2315 Stringham Avenue, Salt Lake City, Utah: Winnowing Expressed Concerns for Critical Needs in Education. (Second Edition). 1970. 64 pp.

_____, Developing an Operational Philosophy of Education. 1969. 67 pp.

_____, Societal Trends and Factual Considerations for A Concerns Analysis. 1969. 28 pp.

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Kaufman, Roger A., Corrigan, Robert E., and Johnson, Donald W., "Towards Educational Responsiveness to Society's Needs: A Tentative Utility Model," Socio-economic Planning Science, Vol. 3 (1969), pp. 151-157.

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Lamb, Robert K. "Suggestions for a Study of Your Hometown," Human Organization, Summer, 1952.

Santa Clara County PACE Center, An Assessment of Educational Needs of Santa Clara County: A Summary. San Jose: PACE Center, 1968.

Sweigert, Ray L., Jr., The First Step in Educational Problem Solving--A Systematic Assessment of Student Benefits. Sacramento: California State Department of Education, 1969. 54 pp.

APPENDIX A

FACILITATOR'S GUIDE FOR GROUPS

Each PAK has been organized around a fundamental and widely recognized generalization of how people learn. Learning occurs more efficiently when an overview is presented first. Succeeding learning experiences then take the person deeper into each concept adding more specific details. There may be several levels of exposure until real expertise is developed.

Workshop Specifications

I.	Time Required:	Two hours
II.	Facilities:	One room for each 24 participants. Participants to be seated at tables (maximum of six per table). Rooms should provide adequate accoustics and physical comfort suitable for a workshop session.
III.	Equipment & Material Needs:	One overhead projector and viewing screen per room
		Power extension cord (1 per room)
		Transparency sheets
		Grease pencils
		Butcher paper
		Masking tape
		Chalkboard, chalk, eraser
		Name tags (if necessary)

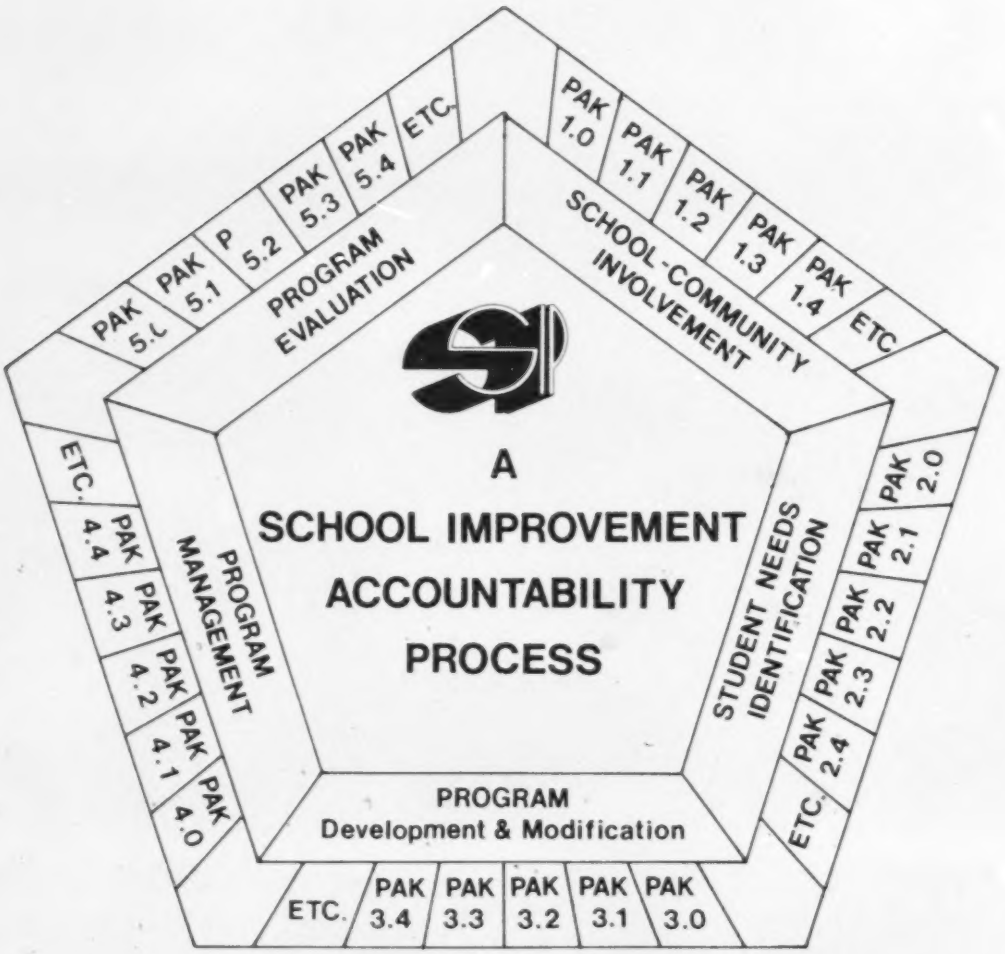
WORKSHOP ACTIVITIES

The following sequence of activities is suggested and may be modified at your discretion.

1.	25 min.	Have participants read materials up to the Team Exercise page 7. Share questions and reactions, particularly about the match-mismatch process.
2.	45 min.	Have participants work through the Team Exercise in Identifying Needs, page 8.
3.	30 min.	Have participants do an actual *Concerns Analysis* for their district. Appendix B-1.
4.	10 min.	Conduct a Summary session. Be sure each participant is clear on the basic skills and principles presented in this PAK.
5.	10 min.	Call attention to the Summary, page Remind participants to complete the PAK critique form and turn it in to you. Have the participants take the post-test, page 15, and score their answers.

NOTE: As quickly as possible, review the critique forms for feedback information that may be helpful during other workshops.

Total time: Approximately 2 hours.


A
SCHOOL IMPROVEMENT
ACCOUNTABILITY
PROCESS
PROGRAM EVALUATION
SCHOOL-COMMUNITY INVOLVEMENT
STUDENT NEEDS IDENTIFICATION
PROGRAM Development & Modification
PROGRAM MANAGEMENT
PAK 1.0
PAK 1.1
PAK 1.2
PAK 1.3
PAK 1.4
ETC.
PAK 2.0
PAK 2.1
PAK 2.2
PAK 2.3
PAK 2.4
ETC.
PAK 3.0
PAK 3.1
PAK 3.2
PAK 3.3
PAK 3.4
ETC.
PAK 4.0
PAK 4.1
PAK 4.2
PAK 4.3
PAK 4.4
ETC.
PAK 5.0
PAK 5.1
P 5.2
PAK 5.3
PAK 5.4
ETC.

(Use a copy of this form)

CONCERN:

VALUES (what ought to be)	FACTS (what is)

B - 1

VALIDATED NEED:

Learner Need:

Target Population:

Criteria:

Time Frame:

CIRCLE ONE:

1. *Extremely critical*
2. *Critical*
3. *Important - but can wait*
4. *Not critical or important*
5. *Undecided or unknown*

CONCERN:

VALUES	FACTS	POLICIES

B - 2

CIRCLE ONE:

1. *Extremely critical*
2. *Critical*
3. *Important - but can wait*
4. *Not critical or important*
5. *Undecided or unknown*

PAK #
(Please fill in number)

PAK CRITIQUE FORM

Please give vour assessment and comments on the following:

PROGRAM ELEMENT	OUT-STANDING	VERY GOOD	FAIR	POOR	VERY POOR	COMMENTS
1. The quality & relevance of the subject matter.						
2. The appropriateness and usefulness of the instructional materials.						
3. The timing or sequencing of the various items presented.						
4. The directing and assistance given on the exercise.						

Other comments or suggestions for improving this PAK:

If this PAK was used as part of a WORKSHOP training session, then please also complete the following:

PROGRAM ELEMENT	OUT-STANDING	VERY GOOD	FAIR	POOR	VERY POOR	COMMENTS
5. The deployment, grouping or planned interaction of the participants.						
6. The productivity and/or usefulness of the individual work session(s).						
7. The comments or assistance given to you on your selected problem.						